

Rationale for PRACTICE Portfolio #1

Title: *The Worst Time of My Life*

Grade: 12

Year released: 2007

Reflective Piece: The Last Few Years

1 **Content** (2, 1, 1)

Although the writing attempts to establish and maintain a narrowed purpose by discussing literacy, the limited idea development and lack of details contribute to a limited awareness of the audience.

1 **Structure** (1, 1, 2)

The writing attempts complex sentences but lacks control. The lack of an introduction and transitions between paragraphs contributes to ineffective organization. Organization within paragraphs is also limited.

2 **Conventions** (2, 2, 2)

Though the writing demonstrates some errors in grammar and usage, imprecise word choice, and errors in correctness, these problems do not interfere with communication (e.g., "after reviewing some of my pieces from my freshman year I knew I had because there where so many things that needed to be taken out" and "I have came a long way").

Instructional Implications:

Lessons that may derive from the use of this sample include

- the demonstration of how the use of details does not necessarily constitute idea development.
- the demonstration of the need for careful proofreading rather than a seeming over-reliance on a "spell-check" or other computer application to "fix" the writing.

Portfolio Title: The Worst Time of My Life

Personal OR Literary Piece Title: The Worst Time of My Life

2 **Content** (2, 2, 1)

The writing attempts to establish and maintain a narrowed purpose by focusing on a single incident (an embarrassing moment). There is an attempt to communicate with an audience at the conclusion of the piece ("I hope it never happens to you."). The writer offers weak support and few details.

2 **Structure** (2, 2, 2)

The writing demonstrates logical, chronological organization, but there are lapses in coherence (e.g., between first and second paragraphs) and some transitional elements (e.g., "after I found. . ."). The writing attempts complex sentences but lacks control of sentence structure.

2 **Conventions** (2, 2, 2)

There are some errors that interfere with communication (e.g., "my friend and me"). The writer shows evidence of simplistic language (e.g., "I stood there"). Although there are some correctness errors (e.g., "piers"), they do not interfere with communication.

Instructional Implications:

Lessons that may derive from the use of this sample include

- the demonstration of the need for a strong controlling idea in an introduction. Teachers may ask students how this writer could have more effectively introduced the focus of this piece.
- the demonstration of the need for eliminating extra words. Teachers may take sample sentences from this piece to demonstrate how eliminating excess words strengthens writing.

Portfolio Title: The Worst Time of My Life

Transactive Piece Title: Dear Senator McConnell

1 **Content** (1, 1, 1)

The purpose of this piece is general and topic-driven without a clear focus. Although the writing exhibits some characteristics of the genre (e.g., letter form), the lack of focus contributes to the limited awareness of audience's needs.

1 **Structure** (1, 1, 2)

While the writer attempts to use white space as a transition, the limited use of transitional elements contributes to ineffective organization of this piece. The writing attempts complex sentence structures, but lacks control (e.g., "Myself I support the pan and I hope it follows through."; "The best way we can decide is let the people voice their opinion on the matter by voting.")

2 **Conventions** (2, 2, 2)

Although there are some errors in grammar/usage (e.g., "Myself I. . ."), they do not interfere with communication. The writing demonstrates simplistic word choice (e.g., "not doing us any good."), correctness errors (Dear, Senator McConnell), but these errors do not interfere with communication.

Instructional Implications:

Lessons that may derive from the use of this sample include

- the demonstration of the need for stronger awareness of audience's needs. Teachers may ask students to consider more appropriate ways the writer could have met the audience's (Senator McConnell's or another appropriate audience's) needs in the writing. The discussion could include parts of the writing that meet audience's expectations/needs and those that do not.
- the demonstration of the need for authentic writing tasks, so that the writing does not become so fact-based and topic-driven that it demonstrates little purpose.

Portfolio Title: The Worst Time of My Life

Transactional Piece Title: Dimmesdale, The Victim of Love
(with Analytical or Technical Focus)

1 Content (1, 1, 1)

Though the title and introduction establish a general analytical purpose (how keeping a love secret can cause bad times), the writing provides few details to support the thesis. This weak support does not meet the needs of the audience. The writing is plot-driven rather than analytical in nature and demonstrates limited idea development.

1 Structure (1, 1, 2)

With the integration of quoted material, the writing includes some complex sentence structure, but the attempts are not always successful. Organization is based on the plot rather than an analysis of what the writer understands about the plot. The writing demonstrates some ineffective transitional elements (e.g., "While Hester stood on a scaffold she noticed a familiar face").

1 Conventions (1, 2, 1)

The writing indicates a lack of control in grammar and correctness (e.g., random capitalization, frequent punctuation errors) and simplistic word choice (e.g., "Chillingworth first starts out. . ."). The shift between past and present tense confuses the reader. There is an attempt to document the source material within the text, though the documentation follows no particular style.

Instructional Implications:

Lessons that may derive from the use of this sample include

- the need for analysis over plot description in literary analysis.
- the need for use of literary present tense in literary analysis.
- the need for integration of text support (all references to text on first page come from page 70). Teachers may use this sample to discuss classroom requirements of particular styles of documentation.

2007 Practice #1

12th gr.

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1 Reflective writing Title: The Last Few Years	English	Page: 3
1 Personal Narrative Title: The Worst Time of my Life	English	Page: 4
1 Transactive writing Title: Dear Senator McConnell	Science	Page: 6
1 Tansactive writting with an analytical focus Dimmesdale, The victim of love	English	Page: 7

STUDENT SIGNATURE SHEET

(Required in Each Portfolio)

Please read the Note to Students and Teachers below before signing the following statements.

Required Verification Signature

The pieces in this portfolio are my own work. I am the author of all pieces in my portfolio. I may have talked about my work (conferenced) with my teacher, family, and friends, but I have made any changes and corrections myself. I did my own writing, typing, and/or word processing (unless otherwise indicated by a teacher's signature in the box below labeled "IEP/504 Plan Adaptations").

Student Signature

IEP/504 Plan Adaptations (requires teacher signature):

Teacher Signature

Optional Permission

I agree to allow my portfolio to be photocopied for use by others outside my school as an example of student work. I understand that my name, the names of my school and town, and other identifying information I may have used in my writing will be removed before my portfolio is copied.

g d _____
Student Signature (optional)

Required Verification Signature: It is required that the work contained in each portfolio is the original work of the student. Every portfolio must include the statement, signed by the student, that the work in the portfolio is his/her original work. This sheet must be placed in the portfolio. If the verification statement is not signed, the portfolio will receive a performance rating of Incomplete.

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The Last Few Years

I've never been the reading or writing type. The only time I read or write is when I have to for school. I am a senior this year and I have to admit my reading and writing skills have changed so much from my freshman year. I guess you could I'm thankful that my teachers made me read and write because if they had not I wouldn't have done neither.

As far as reading I am a little slow still, but I don't have the problem pronouncing big words as I once did. Actually I'm shocked on how well I can read now. I've also improved on my comprehension of words and because of that I am a stronger reader. In fact my senior English class just got done reading a William Shakespeare play called Hamlet. I believe if you can comprehend that play you can read anything because that was the hardest book I have ever read in my entire life. One thing I have learned in my last four years of high school is good reading skills are important for a person going off to college because without them you will not make it.

I feel that I have improved my writing skills a tremendous amount since my freshman year. After revising some of my pieces from my freshman year I knew I had because there were so many things that needed to be taken out and put back in, it looked as if I wrote it a minute before it was due. One thing I have learned about writing is it requires you to express the way you feel on the subject or it doesn't make much difference what you are writing about. My writing skills are probably weaker than my reading skills just because I don't enjoy it as much.

As I think back about how my reading and writing skills used to be I don't ever want them to be like that again. I have come a long way since my freshman year and I hope to improve even more as I get older. My writing skill is not where it should be, but I have progressed a lot in a total of four years. The one thing I have got out of writing is more confidence.

The Worst Time of my Life

The sound of traffic passing as my friend and me stood impatiently in the middle of the road as if we were clueless on what to do. Nobody stops to see if help was needed, they just drove by like they didn't see us standing there. All I could see was water running down the road as my face became red with embarrassment. There was nothing I could do except wait for the water to quit flowing. The only thing I could think about was how embarrassed I had become over something that I really had no control over.

As my friend and I were going to P_____ to get a tank of water for his uncle's hot tub, I had no idea it would be dark before we got back. It was six o'clock that Wednesday afternoon when we headed back from P _____ with the load of water. While my friend was driving, I discovered that the strap holding the water tank had detached from his truck. Unfortunately, I couldn't have found out sooner because the tank filled with five hundred gallons of water slid out the truck and onto the road. When it happened I thought about yelling at my friend for the strap coming loose, but I knew it wasn't his fault. As we stopped, I thought we were going to cause a wreck, so I told my friend we needed to get the water tank out of the road and onto the truck as quick as possible! While I stood there watching water run down the road, I became embarrassed more than I've ever been in my entire life. I couldn't look at the people driving by because every time someone drove by they looked at me like I was an idiot. So I looked at the blacktop and tried to figure out a way to get the tank over to the side of the road.

After I found out we couldn't move the tank, I had no choice but to stand there with my friend

and wait for the water to run completely out of the tank. As thirty minutes of embarrassment went by, enough water had drained out that my friend and I could pick it up and put it back on the truck. So we went back to attempt it again and we were successful, we made it back cautious and slow.

I have been embarrassed before, but never like this. I'm used to being embarrassed when giving a speech in front of class, but my peers don't look at me like I'm stupid. Steam was probably coming off my face as red as it was. Since that day, I learned to check my tow straps before I leave my house hauling something. This was the most embarrassing thirty minutes of my life and I hope it never happens to you.

Senator Mitch McConnell
Suite 361A. Russell senate
Washington, DC 20515

2-27-06

Dear, Senator McConnell

I'm a concerned high school student that has been researching possible talk of drilling oil in Alaska. Myself I support the plan and I hope it follows through. I have my drivers licence and gas prices are breaking me. If my prediction is right, the price of gas could drop because there is an oil shortage and this should bring prices down. The American people should know gas prices will not go down until we overcome the shortage. The only way it can be overcome is if we drill more oil.

In 2004 the U.S. imported nearly 12.8 million barrels of oil a day. That is about 63 percent of the total daily consumption. In the year 2000 presidential campaign, President Bush maintained his argument that Alaska could produce one million barrels of oil per day. That would help America's oil industry and would create jobs. Gov. Tony Knowles of Alaska is in favor of the plan because the state and its citizen's largely depend on the oil industry for jobs and revenues. He said, "we can fulfill the image and vision of Alaska as the nation's storehouse of wilderness areas as well as its storehouse of energy."

There is oil in Alaska and it's not doing us any good in the ground. If we drill oil in Alaska, we would become more independent on our resources. If we quit buying oil from other countries, maybe they will lower the price of oil. The U.S. is becoming independent on other countries and less dependent on its own resources. If we don't do something soon, we will be paying more than three dollars a gallon for gas.

When I was younger I did not think about gas prices and now I have my license. I fill up two times a week which costs me about 72 dollars a week and by the end of the month I have spent 288 dollars just on gas alone. Now I know what my parents and other people have been going through for the past few years. The best way we can decide is let the people voice their opinion on the matter by voting. I guarantee you people will vote in favor of the plan. We need to do something because it's ridiculous not to use resources we have access to. In conclusion, if you could bring this issue up at a meeting of yours it would be greatly appreciated. Thank you for your time.

Sincerely,

Dimmesdale, The victim of love

Dimmesdale the father of Hester Prynne's daughter Pearl, found out keeping a love a secret brings along good times and bad times, but this time it brought along bad times. Dimmesdale went through years of pain and agony for many years until he could not take it anymore. He had a secret inside of him wanting to come out, but he couldn't until Chillingworth came along and ruins his life forever.

While Hester stood on a scaffold for three agonizing hours she noticed a familiar face. Sure she knew him, she finally found out that her husband came back, but at the wrong time. He came into the prison cell after she went back into the prison. The jailer brought him in and introduced him as Roger Chillingworth, a physician. Chillingworth asked the jailer if he could be alone with Hester while he talked to her. The jailer left and Chillingworth demanded Hester to tell him the father of the baby. Chillingworth said "the man lives who wronged us both."

(Hawthorne p.70) Then Hester told Chillingworth "Thou shalt never know". (p.70) so

Chillingworth says "He bears no letter of infamy wrought into his garment, as thou dost; but I shall read on his heart." (p. 70) Chillingworth also made Hester promise she would not tell anyone his real identity. After Chillingworth began his search for Pearl's father.

When Chillingworth figures out the father of Pearl, he became the lovers physician.

Chillingworth first starts out like he wants to help Dimmesdale and Dimmesdale believes that he wants to help him. People might have thought Chillingworth wanted to help Dimmesdale, but he doesn't. Chillingworth wants to torture Dimmesdale slowly so he will have a slow and agonizing death as his punishment. Chillingworth tortured Dimmesdale with his own secret. Chillingworth

told Dimmesdale to reveal his secret for his own good and asked "why should not the guilty one's sooner avail themselves of this unuttered salace?" (Hawthorne p.121) Then dimmesdale replies with "They mostly do." (Hawthorne p. 121) As time passes Dimmesdale gets sicker and sicker. Every time he saw Hester he puts his hand over his heart to keep it from hurting as badly. He punishes himself for his affair everyday. Dimmesdale even had the letter A carved into his chest. When Chillingworth saw the A, he goes into shock, he couldn't believe what he had saw. As Dimmesdale grew weaker Hester finally told Dimmesdale the true identity of Chillingworth. After setting there for a while Dimmedale said "I might have known it" "I did know it." (Hawthorne p.178) By the time Hester told Dimmesdale, Chillingworth's true identity it had became too late. Dimmesdale became too weak and couldn't go on very much longer.

In conclusion, Dimmesdale is the victim of the scarlet letter. He was punished by Chillingworth for years. Dimmesdale being a preacher also made it hard because people looked up to him. Then he punishes His self for what he had done. Dimmesdale also could not see his daughter everyday or let people know that Pearl is his daughter because he would be punished worse than what he already had and it would have ruined his reputation as a preacher.

2007 Practice #1

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annotated

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Lack of clear introduction contributes to ineffective organization

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total of four years. The one thing I have got out of writing is more confidence.

Attempts complex sentence structure but lacks control of sentence structure

attempt to establish a narrowed purpose

imprecise word choice

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errors in correctness

ineffective organization within paragraphs

• The writing attempts to establish and maintain a narrowed purpose by focusing on an embarrassing moment

The Worst Time of my Life

errors in usage

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simplistic word choice

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Weak support throughout

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↑
errors in correctness generally do not interfere with communication

attempt to communicate with an audience at conclusion of the piece, but does not maintain focus throughout

idea development is limited throughout the piece

Senator Mitch McConnell
Suite 361A. Russell senate
Washington, DC 20515

2-27-06

attempts to apply
some characteristics
of the genre

Dear, Senator McConnell

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Though the title and introduction establish a general purpose, there are few details to support the thesis

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simplistic language throughout

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integrates quoted material but not in the service of analysis to support thesis

description of plot rather than analysis

attempts to document

shifts from past tense to present tense

told Dimmesdale to reveal his secret for his own good and asked "why should not the guilty one's sooner avail themselves of this unuttered salace?" (Hawthorne p.121) Then dimmesdale replies with "They mostly do." (Hawthorne p. 121) As time passes Dimmesdale gets sicker and sicker. Every time he saw Hester he puts his hand over his heart to keep it from hurting as badly.

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(Hawthorne p.178) By the time Hester told Dimmesdale, Chillingworth's true identity it had became too late. Dimmesdale became too weak and couldn't go on very much longer.

In conclusion, Dimmesdale is the victim of the scarlet letter. He was punished by Chillingworth for years. Dimmesdale being a preacher also made it hard because people looked up to him. Then he punishes His self for what he had done. Dimmesdale also could not see his daughter everyday or let people know that Pearl is his daughter because he would be punished worse than what he already had and it would have ruined his reputation as a preacher.

• Writing indicates lack of control in correctness and grammar and usage.

shifts
present
to
past